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ABSTRACT

During summer 1986, the Department of Student Affairs at Florida Community College at Jacksonville adopted a model of student learning and development focused on the theoretical elements that contribute to a holistic view of the ways people grow, learn, and change as they mature. The outcomes-based model focuses on self-direction, including the enhancement of the capacity for self-awareness, self-responsibility, and effective problem solving; and on clear purpose, involving the process of developing appropriate educational plans and realistic and satisfying career plans. The primary theoretical foundation for the implementation model is the work of William Perry, which posits nine stages of intellectual/ethical development, organized within the following four broad categories: dualism, multiplicity, relativism, and commitment. Perry's scheme is equally applicable to the outcome of clear purpose as it is to self-direction. The first requirement of implementing the model is to operationalize the outcomes, after which implementation may be achieved by integrating the model with the planning process, reviewing and modifying existing programs and services, infusing the model into the curriculum, conducting special staff training, and developing alternative delivery systems. (EJV)

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AN IMPLEMENTATION PLAN

AFFECTING STUDENT LEARNING AND DEVELOPMENT

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TABLE OF CONTENTS

	Page
Introduction	3
Overview of Implementation Model	4
Key Student Development Outcomes	5-7
Self-Direction	
Clear Purpose	
Theoretical Foundation	8-10
Intervention Strategies	11-18
Planning and Program Review	
Self-Direction Facilitation Checklist	
Clear Purpose Facilitation Checklist	
Developmental Conditions Facilitation Checklist	
Curricular Infusion	
Special Staff Training	
Alternate Delivery Systems	
Recommended First Steps	19
Conclusion	20
Attachments	21

Introduction

During the summer of 1986, the Department of Student Affairs adopted A Proposed Model of Student Development for Student Affairs, based upon the theories of Erik Erikson, Arthur Chickering, William Perry, and Abraham Maslow - providing a framework useful to understanding the ways that people learn and grow, and suggesting ways to facilitate this process. The purpose of this model was to provide the comprehensive theoretical underpinnings required of an effort to infuse student development principles into institutional planning and practice.

Once this model was carefully considered, it became obvious that the value of such a comprehensive approach was primarily one of educating Student Affairs staff in fundamental developmental theory. It was equally obvious that a more direct operational model would be required to guide implementation. Such an approach would contribute to the models comprehensibility, enhance the ability to communicate the model to practitioners, other college staff and students, and define a focus more appropriate to a realistic estimate of available resources and possible impact.

It must be noted that although the model has been narrowed in focus, the outcomes themselves involve a complex interaction of personal characteristics, experience, readiness, developmental conditions, and maturation. A realistic expectation would be to provide the tools and experiences to facilitate these outcomes while realizing that students' learning and development will occur over their entire lifetime, at their own unique pace.

The following sections of this document contain the elements of an implementation model and suggest a number of ways to mesh it with the planning efforts and day-to-day practices of Student Affairs.

Overview of Implementation Model

The model previously adopted as a comprehensive underpinning of student learning and development focused upon the theoretical elements that contribute to a wholistic view of the ways people grow, learn, and change as they mature. This model incorporated ten (10) vectors of student development which represent the development tasks commonly encountered by adults within this society.

Realizing that limited resources would make it impossible to simultaneously focus upon all ten (10) vectors, it was decided to reconceptualize the vectors in terms of a fewer number of student outcomes of primary importance. The use of the term "student outcomes" places emphasis upon the end result of planning and programming efforts, providing a visible target. In addition, the concentration of resources on a fewer number of variables should increase the impact of intervention efforts.

The student outcomes described in the next section are direct derivatives of the original vectors. They represent those factors most closely related to a realistic (and yet optimistic) view of facilitating students growth and also represent some of the key variables underlying existing theory on successful learning and development.

Overview of Key Student Development Outcomes

The student development outcomes suggested for use are Self-Direction and Clear Purpose.

Self-Direction involves enhancement of the capacity for:

1) Self-awareness,
2) Self-responsibility, and
3) Effective problem-solving

Clear Purpose involves the process of developing:

1) Appropriate educational plans, and
2) Realistic and satisfying career plans.

Both of these outcomes are clearly supported by developmental theory. In particular, the theory of Arthur Chickering is directly correlated to the selected outcomes:

Student Development Outcomes	Related Chickering Vector(s)
Self-Direction	Autonomy Identity Integrity
Clear Purpose	Purpose

Once thus related to theory, the next step is to operationalize the key elements subsumed under each outcome. This is attempted in the next section.

Both Clear Purpose and Self-Direction may be measured using directly related scales of the Student Development Task Inventory, Form II (SDTI-II). Those wishing a further explication and/or assessment of these student outcomes are referred to the manual of this instrument and to the works of Arthur Chickering, upon which it is based.

Self-Direction

Implementation of the Self-Direction outcome will focus primarily upon the element of Effective Problem-Solving. The other elements of the outcome of Self-Direction (i.e., self-awareness and self-responsibility) will be addressed as vital elements of this process.

One concern within Student Affairs is integration with the foundation of the traditional college credit instructional mission - the liberal arts or general education. In one of the more progressive general education proposals, the American College Testing (ACT) program places "Problem-Solving" as a process element of their College Outcome Measures Program (COMP). This places a key student development outcome in the center of the educational mission.

One resource available for the implementation of Effective Problem-Solving is the CoRT program developed by Edward de Bono (see Attachment IV). This program focus upon the teaching of effective thinking skills related to:

1) Expansion of Perception;
2) Organization of Information;
3) Creativity;
4) Factors Affecting Thinking
5) Application of Skills to Problem-Solving.

A special emphasis in the implementation of problem-solving will be the inclusion of values issues as the content. The problems examined could be values/ethical problems, thus facilitating values development as well as the acquisition of problem-solving skills.

Clear Purpose

The components of this outcome are directly related to two distinct functional areas within Student Affairs. As such, Clear Purpose should be easily established as an element of the implementation model.

Appropriate educational plans would be the general outcome of the academic planning efforts under the direction of the Dean of Academic Planning and Student Services. A complete review of this program is soon to undertaken and a conscious effort will be made to do so from a developmental perspective, aimed at achieving Clear Purpose.

Realistic and satisfying career plans would be achieved through the guidance of the Dean of Career Planning and Student Services. This program already provides an array of career assessment, exploration, and counseling services that clearly contribute to the outcome of Clear Purpose.

Theoretical Foundation

The primary theoretical foundation for the implementation model will be the work of William Perry. To very briefly highlite Perry's theory, he posits nine (9) stages of intellectual/ethical development, organized witin the following four (4) broad categories.

1) Dualism is characterized by the application of polar and absolute categories (e.g., black/white, right/wrong, true/false). Truth is absolute and and the domain of authorities who provide the "right" answers. Alternative points of view or "shades of gray" are not perceived as legitimate. The provision of multiple options or perspectives would be confusing to a person with a dualistic cognitive structure.

2) Multiplicity introduces the concept of equally valid but different points of view. Those with opinions that differ from those of an authority are no longer labeled as obviously wrong. Indeed, at this stage, authority is often defied. At this stage, however, the judgement necessary to discriminate the validity of different points of view is not yet developed. This results in a structure which interprets all points of view as being equally valid. This unquestioning acceptance begins to change with movement towards relativism.

3) Relativism involves the recognition of the importance of context to meaning. Multiple points of view are seen as having meaning within specific contexts. Such a cognitive construct allows for thoughtful analysis and evaluation of perspectives yet often precludes the capacity to choose from among them.

4) Commitment is the stage at which the capacity for such choices and commitments has been developed. Personal commitments are forged out of a pluralistic reality which offers many alternative choices.

The table below provides an indication of how each of these stages translates into problem-solving perspectives.

PROBLEM-SOLVING

PERRY DEVELOPMENTAL CATEGORY	PROBLEM-SOLVING PERSPECTIVE
Dualism	The solutions of Authority figures are Right - all others are Wrong. Validity is derived from Absolute Authority.
Multiplicity	Different people have different solutions, all of which are equally valid.
Relativism	Different solutions have meaning within different contexts. Validity is a function of perspective.
Commitment	In the face of relativistic validity, personal commitment is made to one's own self-chosen solutions.

It might be noted that the Perry scheme is equally applicable to the outcome of Clear Purpose as it is to Self-Direction. The table below provides an indication of this relationship in terms of career planning.

PERRY DEVELOPMENTAL CATEGORY	CAREER PLANNING PERSPECTIVE
Dualism	The task is to select the one Right occupation. This can be determined by a person in Authority (counselor, teacher, etc.) or by The Test.
Multiplicity	There are many occupations that are viable options, each of which are equally valid possibilities.
Relativism	Some occupations are more appropriate when viewed in in terms of interests; others when viewed from the perspective of values or skills, etc.
Commitment	In the face of the relativistic value of different occupational choices, a personal choice is called for as an expression of Commitment. This choice is a dynamic one, subject to change.

This illustrates the value of the Perry scheme. Since it addresses intellectual development, it provides the foundation for many other developmental processes. A corollary of this notion is that efforts directed at influencing intellectual development will have a pervasive effect upon other forms of growth. The attachments include reference materials that provide a fuller explanation of Perry's scheme.

Intervention Strategies

The focus of this document is upon the implementation of efforts to influence the learning and development of students at FCCJ. The first requirement of such a task is to operationalize the outcomes - that is, to translate the desired outcomes into the operations, methods, and interventions by which they are to be achieved.

The primary methods by which implementation may be achieved are listed below:

1) Integration with the planning process;

2) Review and modification of existing programs and services;

3) Curricular infusion;

4) Special staff training;

5) Alternate delivery systems.

Each of these methods is discussed in the following sections of this document.

Planning and Program Review

If the foregoing student development outcomes are to be integrated into the practice of Student Affairs, it must begin at the front end - with the planning process that sets the direction and goals of the department. The plans of each division within Student Affairs should directly reflect an effort to promote the student outcomes of Self-Direction and Clear Purpose.

The two primary questions for consideration are as follows:

Does the plan/program/service help to promote the development of:

1) self-responsibility, independent thought, self-motivation, effective problem-solving, and other qualities contributing to the establishment of Self-Direction?

2) integrated, realistic, and satisfying educational and career plans?

In the following section, each of these general questions is broken down into a number of more specific questions, reflecting key components of each student outcome. These questions may be used to more clearly pinpoint how planned programs and services contribute to the development of Self-Direction and Clear Purpose.

These same questions may be used to review existing programs and services. In addition, a series of questions may also be formulated to gauge the way we deliver services in relationship to what is known about conditions that facilitate learning and development (partially extracted from Miller and Prince, 1976).

Such questions could form the basis of a thorough review of programs and services within Student Affairs. Such a review would therefore focus upon two primary concerns:

1) How does the program/service reflect and support student development outcomes of Self Direction and Clear Purpose?

2) Does the design and delivery of the program/service reflect basic conditions which foster student learning and development?

The answer to these questions could provide the data needed to refocus, refine, and reformulate the efforts of Student Affairs. The following checklists are suggested for use in planning and review of Student Affairs functions and services.

SELF DIRECTION

FACILITATION CHECKLIST

DOES THE PLAN/PROGRAM/SERVICE:

_____1) Encourage students to take responsibility for their own decisions?

_____2) Increase students' self-confidence in their ability to make their own decisions?

_____3) Provide opportunities for students to exercise decision making skills?

_____4) Expand students' perception of factors, consequences and alternatives related to problems they face?

_____5) Encourage students to critically analyze and compare different solutions to a given problem?

_____6) Provide opportunities for students to interact with others in meaningful problem-solving situations?

_____7) Assist students in making valid judgements based upon a careful examination of data?

_____8) Stimulate students to constructively challenge accepted ways of looking at things?

_____9) Encourage students to produce creative solutions to problems?

____10) Facilitate the skilled use of questioning to collect information?

____11) Encourage students to examine the basis of their beliefs?

____12) Encourage students in the examination of opinions adopted without critical/reflective thought?

____13) Help students examine the ways in which emotions and needs affect thier thinking?

____14) Facilitate the clarification of a self-chosen set of personal values?

____15) Assist students in the consideration of personal values in problem-solving situations?

CLEAR PURPOSE

FACILITATION CHECKLIST

DOES THE PLAN/PROGRAM/SERVICE:

_____1) Assist students in developing well-defined academic goals?

_____2) Help students see the relationship between their academic pursuits and their personal goals?

_____3) Assist students in accurately assessing their academic abilities and dealing with any resulting implications?

_____4) Help students become more aware of the academic regulations and requirements affecting their academic progress?

_____5) Provide students with resources helpful to the evaluation or formulation of their educational plans?

_____6) Enhance students' awareness of the world of work?

_____7) Provide opportunities for an assessment of students' career-related aptitudes, interests, and values?

_____8) Provide resources useful to career exploration?

_____9) Assist students with the formulation and exploration of an appropriate career plan?

____10) Promote a flexible, realistic, and thoughtful approach to achieving long-range career goals?

DEVELOPMENTAL CONDITIONS

FACILITATION CHECKLIST

DOES THE PLAN/PROGRAM/SERVICE:

_____1) Encourage students to freely express their feelings and thoughts?

_____2) Allow for individualized (self-paced) mastery?

_____3) Provide opportunities for students to identify their own developmental needs?

_____4) Allow students a choice on how to meet their needs?

_____5) Provide effective models of desired outcomes?

_____6) Provide the basic resources required for developmental progress?

_____7) Provide accurate and effective feedback on student progress towards outcomes?

_____8) Provide opportunities to safely test new ideas?

_____9) Provide the proper balance of challenge and support?

____10) Recognize students' hierarchy of needs?

Curricular Infusion

The infusion of student development into the curriculum of the College could be achieved in a number of ways:

1) Direct focus within existing courses such as The Dynamics of Student Success (SLS 1930) and Career Planning (SLS 1301);

2) Efforts to reinforce effective problem-solving across the curriculum;

3) In-service training for faculty in facilitating student development outcomes and enhancing developmental conditions;

4) Advocacy of a developmental approach to student learning as an element of the institutional mission and of a outcome-based approach to general education requirements;

5) Student outcome related programming offered by the division of Community and Cocurricular Activities.

Such efforts are important because they represent perhaps the most viable promise of meaningfully influencing student learning and development.

Special Staff Training

A well trained staff is a prerequisite to the delivery of student development outcome related services. The primary emphases of such training might include:

1) Implementation of Effective Problem-Solving within Student Affairs and Instructional Affairs areas;

2) William Perry's theory of intellectual and ethical development and its application;

3) Provision of conditions that facilitate growth and learning.

Staff training is an effective way to impact faculty (and thus their students). An awareness of developmental conditions or an appreciation of the importance of problem-solving can directly impact the way a faculty member interacts with students. To achieve this end, a close working relationship with the Instructional Affairs area will be cultivated.

Alternate Delivery Systems

Traditional delivery systems of Student Affairs (e.g. workshops, one-on-one counselor contact) have limited appeal to part-time commuter students. To more effectively meet the needs of this (majority) student population, other delivery systems must be utilized.

A "self-help brochure" approach is a form of service delivery that has been successfuly used at some institutions. Topics of key student interest could be identified and brochures could either be purchased (if commercially available) or written by our staff.

A telephone access tape system has potential for non-traditional delivery of services. Tapes on student development topics would be advertized (along with a tape code and telephone access number) and students could call in a request to listen to specific tapes over the telephone.

Cable television is another example of such a delivery system. Student development programming could be broadcast over the College's own cable system. The new student orientation tape is a first attempt at implementing such a possibility.

Other ways to better serve students should be explored to maximize the impact of student development upon part-time, evening, and other "nontraditional" student populations.

Recommended First Steps

The plan outlined herein will likely take five years to fully implement. To take a first step, however, the following recommendations are made for implementation during the 1987 calendar year:

1) That this implementation model receive wide exposure among Student Affairs and Instructional Affairs faculty and staff, and that consultants be procured to help with implementation.

2) That efforts already being taken by the Vice President of Student Affairs to infuse student development with the planning process be further enhanced and formalized.

3) That a systematic review of existing programs and services within Student Affairs be undertaken, based upon the checklists outlined within this document.

4) That, based upon the review suggested above, a systematic effort be undertaken to infuse student development outcomes within the organization, operation, and publications of Student Affairs.

5) That work begin on planning ways to implement Effective Problem-Solving across the curriculum.

6) That a review be made of the Dynamics of Student Success (SLS 1930) and the Career Planning (SLS 1301) courses to insure the inclusion of key student development outcomes.

7) That a workshop be focused upon the theory of William Perry and its application to student outcomes.

8) That a study be undertaken to establish a way to assess student development outcomes.

9) That the new student orientation be designed to directly focus upon student development outcomes.

10) That a special effort be made to include student outcome related programming within the plans of Community and Cocurricular activities.

11) That planning begin for the implementation of alternative delivery systems for student development efforts.

Conclusion

A Proposed Model of Student Development for Student Affairs (July, 1986) provided a comprehensive conceptual basis for the planning of student learning and development efforts. The model suggested herein has abstracted from that document a core of key student outcomes to form the focus of implementation efforts.

Such efforts, if they are to be successful, must be forthcoming from every division within Student Affairs and, eventually, represent an institutional commitment. The framework has been established; the task is ours to undertake.

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NOTE: Please refer to references at the end of King's article for additional resources related to Perry's Theory.

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